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TABLE OF CONTENTS

Page

Editorial Comment 2

Essentials of a Training Program for School Social Workers
Carmelite Janvier 3

Discussion of the Paper on Training
Cordelia Cox 12

The Counselor Interprets Community Resources
Dorothea S. Paul 15

Mental Health in the Classroom
Helen Hewes Westby 19

EDITORIAL COMMENT

The material in this issue of the *Bulletin* appeals to different interests and will be useful to various individuals and groups in the school.

Miss Janvier's paper, given at one session of the National Association of School Social Workers held at the 1948 National Conference of Social Work, discusses training and gives a thoughtful analysis of the types of training programs now in use for school social workers. It will be of value to communities or schools planning to set up a school social work program as well as to those of us who are anticipating further academic training. Miss Cox's discussion challenges us to further thinking.

Miss Paul's article is intended to help us keep abreast of community resources. Interpretation of these resources to children in school and their families is a process in which every worker constantly seeks to refine skills as well as be alert to the dynamically changing function of agencies in the community. Miss Paul's material is both a reminder and refresher.

A teacher, Mrs. Westby, shows us how the teacher uses mental hygiene principles in the classroom process—but how the teacher's use of these in her function in the classroom differs from the function of the school social worker. With clarity Mrs. Westby tells us how the teacher uses an adaptation of certain case work principles, but recognizes that there are limitations beyond which she cannot go if she maintains, as she must, her role as a teacher. She will know this and ask for a different kind of help from the school social worker.

ESSENTIALS OF A TRAINING PROGRAM FOR SCHOOL SOCIAL WORKERS*

By CARMELITE JANVIER, *Director, Division of Special Services*

Board of Education, New Orleans

At this seventy-fifth anniversary meeting of the National Conference of Social Work, we are in the mood for looking backward and forward, for considering whence we have come and whither we are going, for taking stock of ourselves frankly as to what we are today and what we hope to become in the future. It is particularly fitting for me to do this, incidentally, since my own name stems from that of the Roman god Janus, whose business it was to look before and behind and to see in two directions at once.

For those two reasons, I make no apologies for using the historical approach and perhaps boring you for a few minutes with past history. I promise you that it will not last long, and I assure you that it is important in trying to cope with the many and complex problems which must be solved if we are to set up a program of training for school social workers which will equip them to do the job which the future holds for them. There are enough sharp angles and jagged edges in those problems to "stab your spirits broad awake" even at this hour of the afternoon. I cannot promise you any dramatic case stories, but I can promise you a chance to work on a problem more complex than the most intricate double acrostic, but infinitely more important to a nation standing at a crossroads.

In the fall of 1906, three cities set up three small experiments to give expression to an idea which had been growing, that in order for many children to get the maximum advantage from their school experiences there should be a closer understanding and a freer communication between schools and homes and the communities in which they both functioned. It is significant, and we must not forget it in considering present problems in training, that all three experiments started outside the school organizations itself and were offered to the school system as free services.

Settlement houses, a civic organization, a psychological laboratory, the Public Education Association—organizations working directly with children or in the interest of children, felt keenly a lack in the educational process to initiate, and pay for, experiments in the attempt to

*Delivered at National Conference of Social Work, Atlantic City, April 1948.

meet a felt need. At that time, two of the workers were called visiting teachers, the third was called a home and school visitor.

Fifteen years later, in 1921, the Commonwealth Fund, with the aid of the same Public Education Association of New York, established the National Committee for Visiting Teachers and put on a demonstration of the value of the work of the visiting teacher in the prevention of juvenile delinquency.

In that experiment, ten times as large as the first one, each of the thirty cities or communities, in which visiting teacher service was established, was expected to pay for a third of the salary of the visiting teacher. There was an effort to set up standards of service through the supervision of the National Committee for Visiting Teachers and the annual working conferences of the group of visiting teachers "appointed by the National Committee with the approval of the local school authorities." *

Mr. Howard W. Nudd, writing in 1928, of the purpose of the program says, "It has been not only to extend the work to the communities included in the program, but also to furnish a wide variety of illustrations for other communities which may wish to introduce it." *

Two elements in that program, I believe, are very significant in helping to understand our present dilemma concerning training, and I mention them in no way as criticism of the program as such but only to help throw light on the present rather chaotic picture. In the first place, most of the expense of the program, as well as the initiative, stimulation and responsibility for standard setting was borne outside of the individual school system and in most cases, passively endured, rather than actively accepted, by the local school systems.

In the second place, in order to establish the service in many varieties of communities and school organizational patterns there were many variations in the structures of the programs.

Now in 1948, after passing through many minor vicissitudes and two major catastrophes, the deepest depression the country has ever known and the most universally devastating war, we find the program tremendously expanded and carried on at all levels of competence from the totally untrained to the most highly skilled professional workers.

We find individual workers, performing at least some of the duties of visiting teachers or school social workers, known by at least thirteen different titles.* We find almost endless variations in combinations of services and organizational structure. We find school social workers

* H. W. Nudd—*Purpose and Scope of Visiting Teacher Work 1928*
* U. S. Office of Education, Bulletin 1945, No. 6

who bear about the same relationship to the professionally trained social worker as the medicine men of the American Indians bear to the members of the American Psychiatric Association.

To cite only one example; a bewildered woman appeared at a school of social work last summer, a week after the term began. Her superintendent had called her in on the day school closed in June to say he had read about the service in an article in a popular magazine, had decided that it was what their system needed and had appointed her to do the work beginning with the next school session. He offered her the article so that she could read about it, too, and know what she was to do. In reading it, she had discovered for the first time that there are such things as schools of social work, had persuaded the superintendent to allow her two hundred dollars to go to one and had then appeared a week late for a six weeks course.

Whether the rest of us like it or not, she has been doing something during this school session which she and her superintendent call visitting teacher work and on which her board of education is going to decide whether or not the service is a necessary part of their school system or just a "frill" to go out with the first shrinkage of funds!

That is not an isolated instance. On a wholesale basis, we find that at least five states have put on programs for the whole state in most cases with very little understanding of what is entailed.

In one of those states the service was directly focussed on establishing a continuous census and making the Compulsory Attendance Law effective. The visiting teachers appointed were principals, teachers and in some instances county supervisors. Some of them had had some contact with their county welfare workers, in many instances untrained themselves, but for most of these visiting teachers "case work" was an unknown term.

Here we are today. School administrators and community leaders are groping for something to meet a felt need and in a fumbling way are grasping at straws. How can we help them? How can we steer this movement, which is real, into channels leading to a sound, effective service? That is one part of the problem which we must recognize if we are to talk sensibly of "essential training."

At the other end of the picture, we have well established visiting teacher departments, or departments of school social workers or counsellors or personnel workers, made up of professionally trained workers well integrated into their own school systems and at the same time accepted by the community and the other social agencies as one of the important child welfare services. It has taken time, determination and

real interpretative skill to bring this about. Between these two extremes, we find all sorts of variations, in title, function, understanding, acceptance and coordination in the school system.

In the light of this present situation and with some understanding of past events, we ask the question: What are the essentials of a training program for school social workers?

Laying aside for the moment all practical considerations, I would answer thus: In the first place, before training even begins, we must start with a personality mature enough to incorporate training and education into the structure of the personality itself. Education for social work cannot be put on just as another garment over the educational and attitudinal garments already worn, but must be a fusing homogenizing process which actually changes the personality itself. Personalities so immature or unsure that they cannot face the possibility of change and the probability of unpleasant discoveries in the internal structure, should not expose themselves to the rigors of education for social work.

This is true of preparation for any field of social work, of course, but I believe that it is especially true of what the Milford Conference defined as "mural social work,"* social work in an agency dedicated to another discipline—medical social work, school social work, and now as a later development, industrial social work.

The social worker who cannot depend on the protective coloring of the agency about her and the support and conviction of the very structure in which she functions, must carry within herself convictions which cannot be threatened by other disciplines and other objectives and yet can continually interpret techniques and attitudes which seem strange and unacceptable to the other workers with whom she associates most closely.

The school social worker, in many cases, is the only social worker in the local school system or she is one member of a small department in a system frankly skeptical of her techniques or expecting her to perform miracles. Often the whole organization from board member, through superintendent to janitor—or should we be more realistic and say, from janitor to superintendent and down to the least board member, will expect her to take on unsolvable problems and using methods which they unblushingly dictate show results before next Monday morning!

The school social worker must start with a personality capable of

* Social Case Work, Generic and Specific, A Report of the Milford Conference New York 1931

growth and development and the ability to integrate new knowledge without defensiveness or too much threat to the personality structure itself; and then she must learn the techniques of the job and the body of knowledge on which they are based.

In the second place, as an ideal educational plan, and setting aside for the moment all of the barriers which lie between the individual worker and the school of social work or graduate school of education or the combination of both, we have the "Suggested Professional Requirements for School Social Work." *

The National Association of School Social Workers considers that school social work is a specialized kind of social case work. Education for this should include the broad generic base necessary for all social workers and all social case workers. In addition, it should include specifics related to practice in the school setting.

The following sets forth the basic professional educational requirements for the practice of school social work:

1. *Regular two-year program*

   (a) Subject matter in the eight basic areas included in the core curriculum

Public Welfare	Medical Information
Community Organization	Psychiatric Information
Social Case Work	Social Administration
Social Group Work	Research

   (b) Field Work Placement

   Most desirable plan

   (1) first year placement in some social agency

   (2) second year placement in a school setting

   (3) desirable to have the project (thesis) in some phase of school social work

   Acceptable plan

   (1) first year placement in a school setting for persons with previous experience in a social agency

   (2) second year placement in either a school or other setting for persons under (1) in acceptable plan

   (3) desirable to have the project (thesis) in some phase of school social work

2. *One year students and those who will take only one year of social*

* Prepared by the Education Committee of the N. A. S. S. W.—1947

work training. (Usually teachers who have graduate work in education and for use on individual basis by mutual plan of school of social work and student)

(a) Courses in regular first year basic core curriculum

As an elective (in 1 as well as 2) we would prefer a course either in some phase of administration which includes a study of the organization and administration of school social work, or a course in organization and administration of school social work that emphasizes the operation of this service within the structure of the school and in relation to other school services.

(b) The field work placement shall be in school setting.

This is, it seems to me, essentially an excellent presentation of educational plans for workers with varying amounts of time to put into their education, but there is one lack which I think should be corrected for the worker who can give two years to her preparation. This is probably implicit in the thinking of the members of the committee who prepared the report, but because I believe that it is so necessary, I do not want to take a chance on its being overlooked. There is suggested as an elective for a course that "emphasizes the operation of this service within the structure of the school and in relation to other school services." I believe that such a course is even more basically essential than courses in Public Welfare, Medical Information, Psychiatric Information, and Social Administration.

Unless the school social worker has some basic understanding of school organization, historical development and emphasis of services within the educational system, she will find herself in a maze of difficulties which will soon bring on defensiveness and frustration Unless the social worker develops an essential respect for the teaching profession so that she can work cooperatively with teachers, she is apt to spend most of her time blaming the system rather than practicing social work. Incidentally, I believe that most child welfare workers would profit immensely from such a course and such an understanding of teachers and the educational system and that the children whom they serve would gain materially.

This brings us to the practical problem (1) of the teacher who, because she has demonstrated her ability to teach, is suddenly assigned by her superintendent to do this other job with no realization on his part that different skills are needed and therefore with no time allowed for preparation; (2) of state programs set up with untrained workers taken

from various levels of the educational system without professional supervision or guidance but with multitudinous objectives; (3) of the department with professional leadership which must fill its ranks with untrained or partly trained workers; (4) of states struggling with the problem of certification and all that it implies; (5) and with the basic problem of interpreting social work as a profession so that it will be accepted not only by social workers, but by educators as well,—that social work functions should be performed by social workers and that there is a body of knowledge and a system of skills which can and do prepare the individual to do social case work.

I know that we cannot go into all of the ramifications of the problem of essential training and come out with all of the answers. I know equally well that we cannot shut our eyes to these realities and expect them to disappear because we do not care to look at them or feel unable to struggle with them.

The U. S. Office of Education Bulletin 1945 No. 6, *The Place of Visiting Teacher Services in the School Program* indicates something of the variations and confusions which existed in 1943-1944 in this field. Working under thirteen different titles, working in endless combinations of services school social workers or visiting teachers were then and are now being added to school systems each year to perform some services which school superintendents feel are needed. How can we help them do these things?

These are some of the ways which are being tried:

a. Workshops
b. In-service training
c. Work-study
d. Leaves of absence
e. Combinations of several of these

About workshops, I am very vague. As I have observed them, frankly mostly from a distance, they seem to me to range all the way from a group meandering in many directions, to something which approximates a real discipline and a real growth process. As one of the first steps in the metamorphosis of the teacher into the social worker they can have real value as orientation to a new approach to an old problem. Unless followed up, however, by further study and practice under skillful supervision, they are apt to be disillusioning and frustrating.

In-service training, it seems to me, is far more valuable for the trained and experienced worker than for the untrained beginner in a new discipline. In the necessity of carrying a case load, setting up

partial diagnoses, forming treatment plans and interpreting the whole process to teachers, lately one's co-workers on the same plane, one is dangerously inclined to grasp at straws of conviction too quickly and cling to rules and partial truths for protection. Instead of growth there is great possibility of developing rigidity and prejudice.

The work-study plan, in which the worker is on the job some of the time and spends the rest of her time in study at a school of social work, has real value for those comparatively few workers for whom it is possible, the ones working in the same community with or in close proximity to a school of social work. The dangers are the same ones which are inherent in in-service training for the untrained—the necessity for carrying a case load while theory is too raw and unintegrated so that rigidity forms a protective armor.

There is the secondary problem, but a very real one, of getting the teachers with whom one works to accept what looks like a special privilege which they, in the nature of things cannot enjoy, a chance to work and study at the same time. It also has the confusion of having the student-worker act in two capacities at the same time, this is especially true if as a student the school social worker is carrying field work in another community agency.

A leave of absence is, of course, the ideal plan for those who can achieve it. For those who do, as well as for those who must get their education piecemeal, the one essential of the essentials which we are discussing is, in my opinion, *field work.* It is in well supervised field work, I believe, that the transmuting process really goes on, that the individual actually becomes a social case worker. Accuse me of being a mystic, if you will, and frankly, I should much rather be that than a materialist, I still believe that there is a transforming process, a kind of a distillation which must take place if a social worker is to be made. Otherwise, all the education and training which can be imagined will leave still just the same individual wearing a heavier and fancier outer garment.

Do not misunderstand my attempts to analyse the usefulness of these methods of education and training. In the magnitude of the problem, I am sure that all of them have a place, but those of us who are professionally trained have a responsibility for helping this growing body of workers get into training plans which are as sound as possible. We must be aware of pitfalls so that we can help people who seek our advice, superintendents and bewildered workers themselves, to avoid them.

I have not even touched on the problem of the conviction of many

people that the first essential for this job is teaching experience, and the resulting difficulties which are appearing in the field of certification. We must leave that for another occasion as our time is running short. I can only say here that in each human life there is only so much time and when too much of that has been spent in one field, there is no time for preparation in another. There is a second axiom, when one has invested too much in establishing one point of view, one approach to a problem, it is too difficult to make a right about face and set up another. A state certificate requiring five years of teaching experience, minimizes the possibility of that state ever having school social workers with the training they really need.

What of the future? That depends, in large measure on the kind of leadership we can give now. We are not going to stop this movement by closing our eyes to it. School systems are seeing more and more the needs of individual children and are seeking ways of meeting them. Superintendents read of this service and convince their boards that they should invest in it. They see certain of their own teachers who seem to have more than the ordinary understanding of children, and they put the two things together. We as a progressional organization must give the leadership which can take these raw elements and develop out of them a real service.

DISCUSSION OF THE PAPER ON TRAINING

By Cordelia Cox, *Professor*

Richmond School of Social Work

Miss Janvier's paper has been of special interest because in all that she says one gets the feeling that she is "out front" doing a job now and that her thinking is predicated on thoughtful consideration of the realities of social work and education as they exist today.

All of us, no doubt, will agree with Miss Janvier in her emphasis on the personality requirements of the school social worker's job. Not only are special personal qualities necessary in case work but it takes a stable, well-oriented person to operate within the framework of another profession than her own. The often used criterion of a good teacher being necessarily a good social worker is questionable on at least two counts. Different qualities and learnings are necessary for the two professions. Also, there is a great loss to education when excellence in teaching becomes the criterion for removing persons from teaching.

The nature of social work practice is so related to the experiences and problems of every day living that it follows naturally that anyone who lives may feel himself an expert in the social services. Therefore, it becomes of great importance that school social workers maintain and interpret the added values in trained social service. Only through such a manner can the philosophies and skills of social case work be preserved and transmitted into school social work practice. Affiliation with such organizations as the AASW and the AASSW are essential if the distinctive contribution of school social work is to be maintained. Such affiliation has a belief in professional social work education as its base.

Until we can interpret our differences as well as strengthen our likenesses to education there will continue to be confusion in the function of the school social worker and a belief on the part of the schools that any good teacher can do the job. Until educators can know and value the differences between case work and teaching, they cannot want case work. One cannot want what one does not recognize as different from that he already has. Nor can a school not recognizing this difference use even a well trained school social worker to advantage. There exists in the schools today real confusion as to the roles of guidance counselors, attendance workers, and school social workers. Also, assignments of nurses, supervisors and deans are often overlapping with those of the school social worker. Job definitions which recognize our likenesses, differences, and relatedness to other edu-

cational assignments and which define our area of responsibility will help a great deal. It is to our National Association that we look for leadership in interpretation of the nature of our jobs—and, may I say, our National Association is doing an excellent piece of work in this area.

While generic social case work is the core of the school job, there is need for consideration by professional schools of social work of the special training needs of school social workers. Field work in school settings, theses concerned with school practice and special courses in school-case work relationships and in the philosophy and practice of education are needed by school social workers. When these elements can be secured in social work education, many of the valid objections of education to the "disassociated training" of the professional social worker will be removed.

However keenly we may feel about the necessity for professional training, all of us with Miss Janvier must face the reality of there being in our schools today many more untrained than trained school social workers. Our first problem is whether we shall deny them, or recognize them as practioners. There is no doubt they are here today and that they have the strong sponsorship of their schools. Several things should be taken into consideration as we make our decision: First, these are fine, sincere, intelligent people eager to do good work, and often recognizing more clearly than their schools that they are being asked to make "bricks without straw." Second, whether we will or not, they are doing a job with troubled, unhappy, and poorly adjusted children—call it what you will. And third, we need the interest and support of these people if our idea is to grow. Only if they, too, know the difference between teaching and case work and want the case work can our goal of case work service to school children be achieved.

Should we then decide this problem in the affirmative, our question then becomes, "What shall we do about professional training?" Is there a part of mental hygiene philosophy and of social work which can be transmitted on the job? Can "good teachers" released from teaching acquire that different professional competence of which we have been talking?

The answer as I see it is yes, that many of them can, to varying degrees. There are three reasons for my belief. First, the problems these people confront are social work problems, and for the intelligent, sensitive worker there is first hand, original learning of the problem and understanding of the social services. Second, these school social workers want to know and are eager for whatever learning and skill will help them. And third, there are tested methods of in-service

training to which they will be responsive.

Among these in-service training methods, one of the best is that of supervision by thoroughly trained and experienced school social workers. These can be provided on local, regional or state levels in relation to the number of workers to be served.

Another important method is that of summer school experience in schools of social work. To be most effective such educational experience should have three elements: basic social work courses, a special course in school-case work relationships, and supervised field work. Summer field work appropriate for school social work is difficult to find. However, it is significant that at least one of our schools of social work is planning this for the coming summer. Since field work to be helpful requires a considerable continuous period of time, there are problems in selling so demanding an activity to summer school students. Perhaps the best selling device for field work will prove to be a few satisfied and enthusiastic customers.

Miss Janvier and I have a little different viewpoint on the in-service training which consists of conferences, institutes and discussion groups, for I believe that new workers can find real value in them. The key to their usefulness lies in keeping close to actual practice in all discussions. Philosophy and principles must be taught, but as they relate to the actual day by day job. Then, too, in this type of in-service training simple practical methods for accomplishing results are needed. Workers need to get an idea—and have a tool placed within their reach. Small groups, discussing material related closely to their everyday problems, seem to me to get much valuable case work education.

In the midst of our pressures to produce, our need to interpret, and our wish to give truly helpful professional services in the schools, there is an orientation we will wish to maintain, which indeed it is essential to maintain if our work is to make its contribution to the great forward looking movements in our society. Because we believe case work has a unique contribution, we must be careful to remember, too, that other services are equally skilled and equally valuable. Really good social case work in a school eventually will sell itself. Jealousy, criticism and militant partisanship of what we have to offer have no place in our schools. We are social workers because we believe in people and their capacity to grow—and we are school social workers because we believe in education. Our co-workers will need to feel the sincerity of our orientation to education. To conserve the greatest case work values for school practice we must thinks and feel in terms of integrating our services with the whole of the school.

THE COUNSELOR INTERPRETS COMMUNITY RESOURCES

By Dorothea S. Paul, *Consultant*

Division of Pupil Personnel and Counseling
Philadelphia Public School System

The primary test of our work in the schools lies in what is happening to pupils as persons. Are they facing life at their own levels, whether they are kindergartners or twelfth graders? Are they learning to make choices, to get along with others, to carry responsibility? Is their achievement in line with their ability? These are the questions that challenge teachers, principals, counsellors*—all school personnel. There are times, however, when their best efforts are not enough, and the use of a community agency is essential if the pupil's need is to be met.

The counselor is frequently the focal point of school and agency inter-relatedness. She is also, many times, the link between the child's home and community resources. It seems to me that the counselor carries a four-fold responsibility in this realm: (1) for the interpretation of public or private agency service to the pupil or his family at a time of need, (2) for helping school personnel to understand community resources, (3) for giving information about these services to pupils, parents and others who do not have any immediate need of agency help, (4) for helping agency workers understand the school.

It is, of course, vitally important that the counselor know what the community has to offer. In some cities, a central Welfare Council provides a Directory of Social Agencies. When this material is not available, or up-to-date, counselors have made their own "Where to Turn" sheets, classifying all possible resources under such headings as economic need, care of children, health, character building, housing, employment, educational opportunities and so on. Resources change and a continual survey of the field by the counselor is necessary if these are to be dependable.

Information about the function of the agency is essential. This does not mean, of course, that all details of policy must be known, but that the counselor should be familiar with the purpose, age range of clients, groups served, and fee requirements. Knowledge of the method of application or referral is highly important, too. Working relationships are usually more effective when the counselor and agency representative

* Title used in Philadelphia public school system

have met and talked over the best ways in which they can cooperate for the child's good. Time out for a conference of this kind has been found to be well spent. When the counselor understands the work of the Department of Public Assistance, the Family Society, the Salvation Army, the Boys Club, or International Institute, there is much less confusion on the part of the client to whom the agency is interpreted, and on the part of the school as to the help being given. The counselor's ability to interpret the Child Guidance Clinic, has helped many a parent overcome his dread of a psychiatric clinic and be willing to us it for his child.

Knowing the function of the agency is vital, but it is only a part of the interpretation. The counselor must remember always that it is hard for a human being to take help, and that it is not the counselor's right to force him to do so. It is, however, very much her job, to see that available service is clearly, simply and honestly pictured. Steps to use it must of course be taken by the parent or child.

Experience soon shows this to be true. Billy may need the medical clinic, but his parent may be slow about making the appointment that the eager counselor sometimes grows impatient. It would be so easy for the counselor to pick up the phone, and get the appointment settled for Billy on Thursday at one. The parent, however, who has then put nothing into the plans, is in nine cases out of ten, not likely to turn up at the hospital. This does not mean that the counselor has no responsibility for helping the mother understand clearly how to make her own appointment, which car to take, and what door to use when she arrives. The counselor may even provide a note of introduction to get her over the doorstep.

Counselors are in a position to realize the community needs of children and teen-agers. In one city, a counselor was the leading spirit in the formation of a Citizen's Committee to organize a Youth Canteen. The counselor knows, too, when there are not enough places in low cost camps or proper institutional care for children of low intelligence. She realizes the gaps in the city's resources for the welfare of children and adolescents. Her experience in this field is often extremely valuable to a local community council, or a committee on the needs of youth. The counselor's participation as a member of groups like these has advantages too, for herself as well as for the community. She finds support in being one of a community group which represents varying interests but is united in its efforts for better recreation or a city health program.

The counselor can also play an important part in the interpretation of community agencies to citizens whose moral and financial support is

needed. She has concrete illustrations to give at teachers' or parents' meetings of the help given boys and girls in the school by the Country Week Camp, the Crime Prevention Association or Neighborhood Settlement. She is able to show, too, how true it is that many social agencies, such as hospitals, Y's, Traveler's Aid Society, Visiting Nurse Society and the like serve almost everyone regardless of income. She is able to answer questions that arise from misinformation.

Boys and girls also need to know about agencies such as clinics, clubs, high school scholarships, and art centers as part of their preparation for citizenship. They must learn that all people are affected by the poverty, poor health, or maladjustments of others. Therefore, in some schools, plans are under way to include a study of community agencies as a part of the curriculum. The counselor's background of knowledge has been of great value to teachers and pupils at this point.

In a number of cities, the School System and Community Chest have worked on this idea together. For example, last year, principals, teachers and counselors in some nineteen public schools in Philadelphia explored ways in which pupils could be helped to have a better acquaintance with the social resources of their city. In cooperation with the Women's Educational Divison of the Community Chest, boys and girls from the first grade through senior high school saw special films, heard appropriate speakers and at times visited agencies. They were encouraged to feel that these resources are their concern. These experiences have been collected in an illustrated booklet, SERVING TOGETHER THROUGH THE RED FEATHER.* A resource unit for teachers, this booklet contains specific suggestions for ways in which an understanding of the city's social services can be woven into the curriculum and also be made an integral part of extra curricular activities. It includes information about Red Feather Tours, assembly programs, bulletin board displays, radio broadcasts, films, and other techniques of interpretation. The material was prepared by a member of the supervisory counseling staff and published by the Community Chest.

Participation in the work of an agency is an aid to understanding its services. Counselors and teachers realize this and have, in cooperation with community councils, encouraged volunteer work by boys and girls. These activities range from making of scrap books for day nursery or ward youngsters to the painting of posters for a settlement club, or helping with trays, or in some other capacity in under-staffed hospitals.

* Community Chest, 123 S. Broad Street, Philadelphia, Pa.

It has been found, too, that discussions in school of agencies working for health, recreation or child care are more real when a boy or girl has had some first hand experience in a service area. In some schools, volunteer work is one of the "optionals" offered for extra credit in social studies. In other schools, it is a service club or student council activity. This summer, more than a hundred teen-agers in this city worked as volunteers in hospitals, settlements, day nurseries, boys' clubs, Y's and health centers. The work was within the pupil's capacity, and supervised by the agency. The school counselor publicized the opportunities, interviewed interested volunteers and referred them to a designated person at the Community Chest. Agencies desiring young volunteers filed their requests with the Chest.

Community contacts that keep the counselor informed as to the occupational outlook for youth are very important. The State Employment Service, for example, provides regional labor market bulletins, and regional occupational briefs. The counselor in many places carries the responsibility for interpreting the work of the State Employment Service explaining registration, the use of the agency's aptitude tests and its youth counseling program. Very recently the counseling staff of this city cooperated with the State Employment Service in distributing a new folder prepared by the agency, entitled WHAT IS THE RIGHT JOB FOR YOUTH.**

At present, the counselor is in many cases closely related to the area offices of the Army and Navy. He or she carries a responsibility for the interpretation of the draft, of the training available in the armed forces and its relation to civilian life. Nursing Councils, Future Teachers of America, local scientific societies and other professional groups in the community call on the counselor to help in their recruiting plans. The Rotary Club and counselor often cooperate in student trips to places of business and industry, and city wide career forums.

By way of summary, it is undoubtedly true that (1) the counselor must be equipped to help parents or children make their own use of appropriate community agencies (2) the counselor has a real opportunity, out of her broad experience, to interpret the agencies' services to school personnel, parents and pupils (3) the counselor is a source of information for community groups as to youth needs (4) as a participating member of a neighborhood council or committee, the counselor has the opportunity to relate the school to the community in a way that can be of lasting value to boys and girls.

** Pennsylvania State Employment Service, 1405 Locust Street, Phila., Pa.

MENTAL HEALTH IN THE CLASSROOM

By HELEN HEWES WESTBY, *Teacher*

Minneapolis Public Schools

"Many educators are now saying that the major objective of education is individual adjustment to the life situation within the limits of individual potentiality.* In accepting this objective are we assigning a new role to the teacher, are we indicating a new area in classroom teaching? If we are what is the role and what is the area?

The area of mental health is not new in teaching; its basic principles have always been inherent in good teaching. It is not an area set apart but is an integrated part of the curriculum. There has been a shifting emphasis. We are becoming more aware of the need for an understanding of mental health. We are placing the child before the curriculum.

In a child-centered curriculum, the teacher does not assume a new role. She does borrow from the professional discipline of the social worker in manipulating the group situation for the social and emotional growth of the individual child. She will at times use "pocket editions" of interviewing principles, of supportive individual help, etc. But there are limits to their use in the classroom.

The techniques used are dependent upon the needs of the idividual child. For many children fitting the curriculum to their needs is enough. For some it is not. Most children need help at some time in their development. There are children who need help beyond that which the teacher can give in a group situation, beyond that which the group can give. These are some of the children who need the specialized help of the visiting teacher.** The problems may be evidenced in school adjustment but may be related to family and home relationships, as well.

In the work of the teacher the "interview" may give an understanding of the child which she does not get in the classroom situation. However, there are limitations in its usefulness for her. Here she assumes a roll, that of confidant, which opposes her role as teacher. The child knows his teacher in an authoritative role. The completely accepting, non-judgmental attitude necessary in interviewing is likely to confuse him—and the teacher to be stopped with his response of, "I can't tell

*The Bulletin of the National Association of School Social Workers, "The Teacher's Contribution to the Child's Social Development". Dr. Morris Krugman. September. 1946, p. 10.

** Also called school social worker, counselor, home and school visitor, etc.

you."

There is also the problem of time and place. Sometimes enough is gained by talking with a child alone to make up for leaving the group. Even so, the teacher knowing that the group is waiting loses ground by having to verbalize for the child to save time. The following abridged interview with Phillip, a slow-learning second grader, is illustrative. His teacher took him out of the classroom one morning when he was upset and over-reacting to the group situation.

Teacher: "You were really mad at Rana, weren't you?" "But you know that no matter how mad we get, it is wrong to fight in school."

Child: "I'm glad I learned to be mad." "Yah!" "And I'm glad Charles learned me to fight all the time."

Teacher: "What is it about school that makes you mad?" "What is it that makes you feel like fighting?"

Child: "Well you don't need to know—well I can't tell you." "Maybe I can tell you the last day of school."

Teacher: "Maybe if you could tell me, I could help you."

Child: "Well when I was in kindergarten, I liked it—even when I flunked it, I liked it the next year—but when I fluncked first grade I didn't like it—I hated that old reading—and besides you know I'm supposed to be in fourth grade."

Teacher: "And you don't like reading this year, do you Phillip?"

Child: "Well, sometimes, maybe."

This much feeling was surprising in that he had always before talked of his grade retardation without a show of emotion. Expressing this much feeling did help him. The following day his friend, Charles, was in trouble. And Phillip gave his teaccher this suggestion: "Why don't you take Charlie down to the end of the hall, and talk to him like you did to me yesterday?" But on this day the group was not in the midst of an activity period which the teacher could easily leave.

A temporary supportive relationship is another technique which the teacher sometimes uses but it is limited for the schoolroom situation. The child "who is feeling his way" with the group needs to feel secure in his teacher-child relationship. He needs the feeling of success "within the limits of his individual potentialities." Sometimes the teacher's traditionally authoritative role hinders the establishment of this relationship. In illustration—Roger had hurried through his seatwork to get on to his own interests. After looking over his work the teacher said, "Roger, I'm disappointed in your coloring. I know that you can do a better job than this." Roger, more aware of her real feeling, restated it this way: "What you really meant to say was that you're dis-

gusted, isn't it?" To which the teacher could only answer: "Well, I suppose that was it." And Roger added his observation: "But that wouldn't be a very good thing for a teacher to say to a little boy who is just six years old."

The teacher's job lies in the day by day "manipulation" of the classroom situation. She probably thinks of it as "individualizing" the curriculum. In the kindergarten, this becomes a matter of helping the child to make the social adjustment to school, to accept the limits set by a group situation, to learn to manipulate his behavior in relation to group needs—to give him an introduction to the basic principals of democratic living. It has its beginnings in the first day of school, when the child stops crying for his mother and the secure world she symbolizes, to join the group—one of the first, in an ever-widening circle of adjustments to living in a "complex world."

In the primary grades the teacher's job of integrating the child-centered curriculum is focused around learning to read with his group. For in these grades this is the yardstick by which his school success is largely measured. Success in reading, as much as in anything, can mean the child's happiness in school. Because it is so all important, failure is that much more threatening to the child.

This becomes quite clear when we examine some of the ways the child finds to meet the threat of reading failure. He can be easily overwhelmed by it and give up, being too afraid to try. He can put off starting to read, wandering from one activity to another. He can "lose" his book or workbook. He can assume an "I don't care" attitude, but his need to prove to the other children and to the teacher, with comic behavior, that he doesn't care tells just how much he does care. For example, another second grader, a non-reader, benevolently nick-named Bugs, Jr. by his classmates, gained prestige by entertaining the children whenever a situation could be capitalized upon. When this behavior was reproved by his teacher, he made this "telling" plea: "but Miss G., I need to make the children laugh,"—and it was a real need with him. Reading failure can become so great a threat to the child that he reacts with physical complaints of headaches, upset stomach or an "I don't feel good, teacher."

In teaching the child to read, the teacher has a real chance to influence growth through adherence to mental health principles. There is nothing so contagious as a teacher's attitude toward a child. There is a real danger of typing in the mind of the group, the slow learning, the socially immature, or the emotionally upset child. It is more than likely to occur if the child's failure to learn to read is upsetting to

the teacher's prestige.

Her job here is to help the child have as much understanding of his reading problem as he needs to face the reality of his failure, to accept it, and to go on from there. Whether it is a matter of reading readiness, immaturity or slow learning, it can be explained to him in meaningful terms. The teacher can help the child by giving him recognition in other ways, recognition which will compensate for his reading failure, but will not completely substitute for it so that he falls back on success in this and loses his interest in learning to read. Children with reading difficulties do not always build up compensatory mechanisms. They often substitute success or satisfaction in some other activity. Here interest is equally as important as skill. For example, Bobby was immature and slow-learning, a year retarded in reading, but he loved to paint at the easel. He always painted houses, sometimes his own house, sometimes his grandmother's, sometimes the one he was going to move into but always the same house. It varied only in his verbal description of it. Here he gained a great deal of satisfaction himself, if not too much recognition from the group. And then, Michael, younger than his group, less mature in social development, had no real reading problems, but did not have enough skill to read for his own pleasure. He would wander up to the reading group, listen, completely absorbed as each group read, watch over their shoulders, and go away satisfied.

Reading activities offer a real opportunity for the children to learn to work together and to respect each other's individuality. They soon learn how much help to give—to help with difficult words and concepts —but to give each other a chance to use that help himself. They often go up to the blackboard in twos and threes and stand there talking over a question which puzzles them, sometimes getting pretty excited over the probable meaning. Yet each maintains his individuality in answering the question. They look up stories around the group interests and share them in an audience reading situation. Every once in a while a child listening to a reading group from across the room will make a contribution, or answer the teacher's question, and then go on with his own work.

There are many times during the day other than during the reading group when the teacher can manipulate the situation to help the individual child. This is true of the free-play period when the child's behavior is not restrained by formal teacher direction. Here his behavior comes nearest to approximating his home and outside-school behavior.

The teacher can help the child to learn to hold friends by learning

to play fairly and to be a good loser. For example, it was hard for Rana not to win. He would leave a "ring-toss game" when his score began to run low, or upset the checker board when his king was jumped. Group censorship helped him face the reality of competition. And he began little by little to limit his "then I won't play reactions," and to see the game through.

Running notes taken during this period often help the teacher clarify a child's problem. The child who observes rather than takes part in the activities, whose response to a free choice of activities is, "I like to watch people," needs help from the teacher. The child who finds it hard to relate to others in the group asks for help when he says, "I knew they didn't want me there, so I left."

Experiences which offer an opportunity for self-expression have diagnostic value for the teacher, and therapeutic value for the child. He expresses feelings which he has learned to inhibit, and yet which need expression. And then there is therapeutic value in expressing feelings of an appreciation of music and stories, of happiness in their own experiences. In the primary grades these feelings can be expressed through dramatization, through story-telling, through the writing of experience stories, through illustration in drawing and easel painting.

In expressing hostile feelings through dramatization, there was the best behaved little boy in the room who chose to be the lad who made faces at the "First Chinese brother," the brother symbolized authority.

In expressing an appreciation of music—of a Bach chorale—Martha drew a picture of her grandmother's rural church where the men and women sit in separate pews, and the choir marches out as the minister raises his arms in the benediction. In printing a story about her picture, she described the music as "just thrulling her."

Children identify closely with the characters in stories and accept the latter's belief as their own. Perhaps the favorite story of this group of children was Oscar Wilde's "The Selfish Giant," a story where good withstood evil and kindness was fully repaid, a story in which they believed.

Such implementation of the curriculum provides methods by which the teacher can individualize the child within the group classroom process in her roll as teacher. Here the teacher is directing a dynamic process of learning on the part of children. Social and emotional development become an essential part of educational fundamentals.

MEMBERSHIP

Membership in a professional organization is a strengthening factor for the individual practicing within that profession. This is as true for the school social worker as it has long been for members of other professions. National Association of School Social Workers has members in 34 states and in Hawaii, Puerto Rico and India.

All members receive the National Association of School Social Workers Bulletin and other materials such as Newsletter, book lists, conference programs, notices, and other publicity. Membership is determined by the training and experience of the applicant.

Applications for membership and a statement of membership requirements may be obtained from the Membership Chairman, Miss Rose Goldman, Room 515, c/o National Association of School Social Workers, 130 E. 22nd St., New York 10, New York.

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